

DOCUMENT RESUME

ED 255 961

CS 504 899

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TITLE The Academic Preparation Recommended by Public Relations Employers.
PUB DATE Apr 85
NOTE 21p.; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985). Funding provided by a faculty development grant from Central Missouri State University.
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Advertising; Communication Research; *Employment Practices; *Employment Qualifications; Job Skills; Job Training; *Knowledge Level; *Occupational Surveys; Organizational Communication; *Public Relations; Speech Communication

ABSTRACT

Questionnaires were mailed to 261 agencies involved in public relations and publicity services, 56 agencies involved in advertising, and public relations directors of 183 corporations and other nonagency organizations in order to determine the knowledge and skill areas important to agency and organizational public relations employers. In an effort to reduce subject tendency toward social response, the survey title, instructions, and cover letter made no reference to "public relations," using the term "communication" instead. The data from the 188 usable returned questionnaires revealed that public relations executives rank (in order of importance) marketing, advertising campaigns, public relations campaigns, speech communication, advertising and collateral pieces, business, basic public relations perspectives, management, organizational communication, basic advertising perspectives, publicity, and case studies in advertising ahead of journalism course work. Though nonagency organizations hired more new college graduates than did agencies, agencies indicated that they were even more willing than organizational public relations employers to interview new college graduates if the students were properly prepared for agency public relations work. (HOD)

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THE ACADEMIC PREPARATION RECOMMENDED BY
PUBLIC RELATIONS EMPLOYERS

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The authors gratefully acknowledge the statistical analysis and interpretation assistance received from R. Rocco Cottone and Willard North of Central Missouri State University and from Dennis Davis of Southern Illinois University-Carbondale, and the data collection aid of Central Missouri State University students David Kimmis, Mary Schleer, Matt Kraner, and Steve Mayo.

This study was funded by a faculty development grant from Central Missouri State University.

Presented to
the Annual Convention of the
Central States Speech Association
Hyatt Regency Hotel, Indianapolis, Indiana
April 4-6, 1985

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Dr. Gay Wakefield served as public relations and advertising director for the Hyatt Regency/Reunion Tower/Union Station complex (Dallas), as copywriter for the Dallas office of DBG&H Unlimited, Inc., as owner of Expressions Unlimited (Arlington, Texas) and of Liaison Communication (Commerce, Texas), and as head of the public relations curriculum at Central Missouri State University prior to her current post as director of the public relations degree program and assistant professor of speech communication at Southern Illinois University-Carbondale. She is faculty advisor to the SIU chapter of the Public Relations Student Society of America (PRSSA) and the student agency, Pyramid Public Relations, and owns Wakefield Associates (Carbondale, Illinois).

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ABSTRACT

This article discusses research regarding progressive academic program design in public relations. The purpose of this study was to investigate the knowledge and skill areas important to agency and organizational public relations employers, as well as the academic preparation those employers recommend in view of future needs in the PR field. Based upon the results of an eleven-state survey conducted to gather data for this research, the authors offer recommendations deemed important to the development of progressive public relations degree programs geared toward preparation of PR practitioners to serve the public relations field of the twenty-first century.

THE ACADEMIC PREPARATION RECOMMENDED BY
PUBLIC RELATIONS EMPLOYERS

Gay Wakefield
and
Laura Perkins Cottone

Public relations literature of the 1980's has been rich with articles concerning the need for redirecting public relations education away from its traditional journalism orientation and toward the business communication orientation demanded of today's -- and tomorrow's -- public relations practitioner. But -- while the past decade's dramatic metamorphosis of the PR field has changed the face of the practice -- public relations degree programs have remained largely the journalism-oriented degrees that they were at their inceptions (Cantor, 1984 and 1985; Haynes, 1981; Jackson, 1982; Kalupa and Allen, 1982; Wakefield and Cottone, 1984; Wylie, 1982).

There has been clear indication that public relations education will have to change dramatically in order to keep pace with the times and produce highly employable graduates. Such curricular reform is certain to become even more critical as the field of PR continues to evolve into a more and more diversified science demanding highly specialized knowledge and skill. Yet public relations education, like university curricula in general, has been extremely slow to adjust to the changing needs of the field and employers

(Druck and Hiebert, 1979; Wakefield and Cottone, 1984).

Concern about this educational latency has spurred publication of literature on the subject and professional association attention to the problem (Wakefield and Cottone, 1984). But there is currently little more than opinion literature and pilot-type research upon which to build new theories and approaches.

Existing literature reports that curricular reform is needed and that it should deemphasize journalism while increasing emphasis on public relations, business, speech communication, organizational communication, marketing, advertising, management, graphics arts, and research courses (Haynes, 1981; Jackson, 1982; Kalupa and Allen, 1982; Porio-tis and McLoughlin, 1980; Wakefield and Cottone, 1984; Walker, 1982; Wylie, 1982). However, previous studies have tended to be very limited in nature, prejudiced by sampling procedures and questionnaire design, and generally lacking the research design and implementation necessary for empirically justifiable recommendations concerning reform in public relations education. Hence, the purpose of this study was to determine more generalizable recommendations regarding education in the knowledge and skill areas prominent in today's agency and organizational public relations practices, and the academic emphases best serving tomorrow's public relations practitioners in agency and organizational settings.

METHOD

Organizational public relations department heads and agency owners/presidents were sampled for this study. To escape communal bias, care was taken to avoid membership listings from professional associations (such as sampling the membership rolls of the Public Relations Society of America, the Association for Education in Journalism and Mass Communication, or other communication organizations).

The list of public relations executives was developed by Ed Burnett Consultants, Inc., of New York City, a company with more than twenty-five years of direct mail experience in stratified and randomized computer list compilation. Burnett's mailing list services are recognized as among the best available in this country, resulting in the Direct Marketing Association honoring Ed Burnett with its first-ever "List Leader of the Year" award in 1984.

Since the institution granting funds for this research (Central Missouri State University) was interested in the professional public relations concerns of its academic service area and primary student employment area, subjects were drawn from agencies and organizations in the central states of Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, Ohio, Oklahoma, and Wisconsin. The sample employed in this study consisted of owners/presidents of 261 agencies involved primarily in public relations and publicity services and 56 agencies involved primarily in advertising with a secondary focus on public relations, and

public relations directors of 183 corporations and other non-agency organizations. Subjects were from firms of varying size, with net worths ranging from less than \$10,000 to more than \$1-million. Firms represented in the study served communities ranging in population from less than 1,000 to more than 500,000.

The research questions to be answered included:

- 1) How much importance do employing firms place upon various public relations knowledge and skill areas recognized as relevant to PR?
- 2) Based on future needs in the field, how much importance do public relations executives place on various academic course areas recognized as relevant to PR?
- 3) Do agency and organizational PR place significantly different importance on knowledge and skill areas recognized as relevant to PR?
- 4) Do agency and organizational PR place significantly different importance on various academic course areas recognized as relevant to PR?

Data to answer the research questions were collected from the participants by a mailed questionnaire which was developed from relevant literature and similar studies. In an effort to reduce subject tendency toward social response, the survey title, instructions, and cover letter made no reference to "public relations", using the term "communication" instead. For each item, participants were allowed one of four

responses in a modified forced-choice, Likert-type format including "very unimportant" (1), "moderately unimportant" (2), "moderately important" (3), and "very important" (4).

Analysis of variance procedures were applied for interpretation of questionnaire data. Due to the varying numbers of agency and organizational PR executives responding to the survey, SPSS statistical computer procedures with internal adjustments for unequal groups were employed to answer the research questions. The .05 alpha level was established as minimally acceptable for this investigation.

RESULTS

There were 188 responses, 35 surveys returned by the United States Postal Service as undeliverable, and 96 subjects reported to be ineligible or unavailable (i.e., on vacation or away on business) during the time frame of the investigation. ¹ The resulting return rate, accounting for those subjects designated as ineligible or unreachable, was 50.95 percent. Participants included owners/presidents of 120 agencies and public relations directors of 68 corporations and other non-agency organizations.

In answer to the first two research questions, the total group of respondents rated two knowledge and skill areas as "very important" to their firms, thirteen areas as "moderately important to very important", sixteen areas as "moderately important", five areas as "moderately unimportant to moderately important", three areas as "moderately unimportant", and none as "moderately unimportant to very

unimportant" or "very unimportant" (Table 1). Based on their perceptions of future needs in the field, the PR executives rated no academic course areas as "very important", eight course areas as "moderately important to very important", sixteen course areas as "moderately important", five areas as "moderately unimportant to moderately important", and no course areas as "moderately unimportant", "moderately unimportant to very unimportant," or "very unimportant" (Table 2).²

The answer to the third research question is positive. Agency and organizational PR place significantly different importance on knowledge and skill areas recognized as relevant to PR. Agencies placed significantly more importance than did other organizations on the knowledge and skill areas of writing news releases, collateral pieces, direct-mail materials, corporate publications, broadcast advertising copy, speeches, slide show/film strip scripts, and promotions and training films/videos; graphic design of corporate publications and broadcast advertising; account sales/service; media relations; and fundraising and development (Table 3). Firms employing organizational public relations practitioners placed significantly more importance than did agencies on the knowledge and skill areas of employee/labor relations and school relations (Table 4). The two groups ranked the various knowledge/ skill areas in different orders.

The fourth research question was also answered posi-

tively. Agency and organizational PR place significantly different importance on various academic course areas recognized as relevant to PR. Based on their perceptions of future needs in the field, owners/presidents of public relations agencies placed significantly more importance than did organizational PR directors on the academic course areas of public relations campaigns, graphic arts, and broadcasting/film (Table 5). Organizational public relations directors placed significantly more importance than did agency owners/presidents on the academic course areas of management and business law (Table 6). Rank orders for academic recommendations varied for the two groups.

CONCLUSIONS

This study provides empirical support for previous literature recommending that public relations degree programs should deemphasize journalism course work. The data reveal that public relations executives rank (in order of importance) marketing, advertising campaigns, public relations campaigns, speech communication, advertising and collateral pieces, business, basic public relations perspectives, management, organizational communication, basic advertising perspectives, publicity, and case studies in advertising ahead of journalism course work.

Agency public relations and organizational PR vary slightly in their emphases on knowledge and skill areas as well as recommended academic course work, but neither focus should necessarily be forfeited for the other. Though non-

agency organizations hire more new college graduates than do agencies, agencies indicate that they are even more willing than organizational PR employers to interview new college graduates if the students are properly prepared for agency public relations work (Reilly, 1981; Wakefield, 1984).

Meeting agency and organizational needs in curriculum design and providing students opportunities for practical agency and organizational experience and portfolio building, through such educational outlets as internships and student agencies, should greatly expand the employment field for public relations graduates.

If public relations programs are going to be educationally valid, justifiable and rational, they must serve the current and future needs of the field. Hence, the emphases of public relations employers, such as those shared by this study, should be considered heavily in curriculum design, course syllabi construction, and accreditation standards for public relations education.

Similar studies in other regions of the United States and internationally should further crystallize profiles for agency PR and organizational public relations practices, providing valuable information for the improvement of public relations education into the next century. Periodic follow-up studies will be essential. Needs and directions in the practice of public relations may continue to shift as rapidly as they have over the past decade. Naturally, public relations education will need to adapt

accordingly in order to effectively serve students, educational institutions, employers, and the field as a whole.

NOTES

1

Due to the unavoidable lag period between the time the list was generated and the time the surveys were received by subjects (during which time the final selection of subjects was conducted; the names and addresses were loaded into data banks; personalized cover letters were prepared; and packets were stuffed, posted, and mailed), some of the listings were out of date by implementation.

2

"very important"=means of 3.750 to 4.00; "moderately important to very important"=means of 3.250 to 3.749; "moderately important"=means of 2.750 to 3.249; "moderately unimportant to moderately important"=means of 2.250 to 2.749; "moderately unimportant"=means of 1.750 to 2.249; "moderately unimportant to very unimportant"=means of 1.250 to 1.749; "very unimportant"=means of 1.000 to 1.249.

TABLE-1
Rank Order of Public Relations Employers' Emphases on Knowledge/Skill Areas

Level of importance PR employers place on knowledge/skill in:	(KEY: VI=very important, MI=moderately important, MUI=moderately unimportant, VUI=very unimportant)			
	Mean for Total Group	Mean for Agencies	Mean for Organizations	F Ratio/ p Level
1. Customer/client relations	VI (3.823)	VI (3.885)	VI (3.765)	1.79/.1824
2. Decision-making/ problem-solving	VI (3.818)	VI (3.832)	VI (3.791)	.31/.5809
3. Copywriting and proofreading	MI-VI (3.541)	MI-VI (3.585)	MI-VI (3.462)	.77/.3804
4. Writing print advertising copy	MI-VI (3.538)	MI-VI (3.571)	MI-VI (3.478)	.35/.5574
5. Writing news releases	MI-VI (3.535)	MI-VI (3.664)	MI-VI (3.309)	7.61/.0064*
6. Project management	MI-VI (3.486)	MI-VI (3.559)	MI-VI (3.379)	3.21/.0748
7. Account sales/ service	MI-VI (3.473)	MI-VI (3.613)	MI (3.203)	11.69/.0008*
Coordination of creative efforts	MI-VI (3.473)	MI-VI (3.542)	MI-VI (3.354)	2.71/.1016
8. Graphic design of print advertising	MI-VI (3.451)	MI-VI (3.441)	MI-VI (3.470)	.13/.7233
9. Writing collateral pieces	MI-VI (3.424)	MI-VI (3.525)	MI (3.242)	5.10/.0251*
10. Graphic design of collateral pieces	MI-VI (3.388)	MI-VI (3.466)	MI (3.246)	2.79/.0968
11. Budgeting	MI-VI (3.380)	MI-VI (3.361)	MI-VI (3.418)	.23/.6313
12. Writing direct- mail pieces	MI-VI (3.351)	MI-VI (3.491)	MI (3.104)	7.04/.0087*
13. Media relations	MI-VI (3.340)	MI-VI (3.538)	MI (3.015)	20.13/.0001*
14. Writing corporate publications	MI-VI (3.319)	MI-VI (3.444)	MI (3.103)	5.38/.0215*
15. Graphic design of direct-mail pieces	MI (3.208)	MI-VI (3.316)	MI (3.015)	3.63/.0584
16. Photographic design/direction	MI (3.153)	MI (3.231)	MI (3.015)	2.01/.1579
17. Speech writing	MI (3.103)	MI-VI (3.322)	MUI-MI (2.712)	15.83/.0001*
18. Writing broadcast advertising	MI (3.101)	MI-VI (3.356)	MUI-MI (2.607)	16.67/.0001*
19. Graphic design of corporate publications	MI (3.081)	MI (3.214)	MI (2.853)	5.46/.0205*
20. Special events planning and coordination	MI (3.080)	MI (3.176)	MI (2.926)	3.59/.0598
21. Writing slide shows/film strips	MI (3.077)	MI-VI (3.254)	MI (2.750)	9.85/.0020*
22. Employee/labor relations	MI (3.075)	MI (2.880)	MI-VI (3.397)	14.21/.0002*
23. Graphic design of slide shows/ film strips	MI (3.044)	MI (3.144)	MI (2.857)	2.89/.0910

(Table 1 continued on next page)

TABLE 1 (continued)

Level of importance PR employers place on knowledge/skill in:	(KEY: VI=very important, MI=moderately important, MUI=moderately unimportant, VUI=very unimportant)			
	Mean for Total Group	Mean for Agencies	Mean for Organizations	F Ratio/ p Level
24. Research	MI (3.032)	MI (3.126)	MI (2.892)	3.57/.0606
25. Management counsel regarding organi- zational decisions	MI (3.000)	MI (3.025)	MI (2.955)	.35/.5548
26. Community relations	MI (2.979)	MI (3.059)	MI (2.838)	2.69/.1024
27. Writing promotional and training films/ videos	MI (2.929)	MI (3.068)	MUI-MI (2.672)	5.33/.0222*
28. Trafficking	MI (2.839)	MI (2.906)	MUI-MI (2.742)	1.17/.2803
29. Graphic design of promotional and training films/videos	MI (2.828)	MI (2.880)	MUI-MI (2.730)	.66/.4187
30. Photographic shooting skills	MI (2.754)	MUI-MI (2.718)	MI (2.818)	.49/.4834
31. Graphic design of broadcast advertising	MUI-MI (2.649)	MI (2.784)	MUI-MI (2.386)	3.77/.0538*
32. Trade shows and exhibits	MUI-MI (2.644)	MUI-MI (2.588)	MI (2.765)	1.51/.2213
33. Convention and meeting planning	MUI-MI (2.460)	MUI-MI (2.479)	MUI-MI (2.448)	.02/.8803
34. Governmental relations	MUI-MI (2.433)	MUI-MI (2.336)	MUI-MI (2.63)	3.40/.0670
35. Stockholder relations	MUI-MI (2.341)	MUI (2.245)	MUI-MI (2.532)	2.84/.0939
36. School relations	MUI (2.177)	MUI (2.061)	MUI-MI (2.394)	5.22/.0236*
37. Graphic design of news releases	MUI (2.104)	MUI (2.026)	MUI (2.235)	1.76/.1857
38. Fundraising and development	MUI (1.978)	MUI (2.134)	VUI (1.708)	9.74/.0021*

* indicates significant difference (alpha=.05) between agency executives and organization executives.

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TABLE-2
Rank Order of Public Relations Executives' Academic Recommendations

Level of importance PR employers place on college courses in:	(KEY: VI=very important, MI=moderately important, MUI=moderately unimportant, VUI=very unimportant)			
	Mean for Total Group	Mean for Agencies	Mean for Organizations	F Ratio/ p Level
1. Marketing	MI-VI (3.590)	MI-VI (3.580)	MI-VI (3.603)	.07/.7878
2. Advertising campaigns	MI-VI (3.420)	MI-VI (3.429)	MI-VI (3.412)	.02/.8936
3. Public relations campaigns	MI-VI (3.374)	MI-VI (3.551)	MI (3.059)	19.79/.0001*
4. Speech communication	MI-VI (3.358)	MI-VI (3.336)	MI-VI (3.388)	.15/.6953
5. Advertising and collateral pieces	MI-VI (3.299)	MI-VI (3.294)	MI-VI (3.313)	.04/.8381
Business	MI-VI (3.299)	MI-VI (3.271)	MI-VI (3.338)	.34/.5590
6. Basic public relations perspectives	MI-VI (3.293)	MI-VI (3.336)	MI (3.206)	1.08/.2998
7. Management	MI-VI (3.278)	MI (3.186)	MI-VI (3.426)	5.12/.0248*
8. Organizational communication	MI (3.237)	MI (3.205)	MI-VI (3.309)	.93/.3374
9. Basic advertising perspectives	MI (3.229)	MI (3.244)	MI (3.206)	.06/.8030
10. Publicity	MI (3.219)	MI-VI (3.277)	MI (3.104)	2.11/.1479
11. Case studies in advertising	MI (3.184)	MI (3.168)	MI (3.206)	.14/.7120
12. Journalism	MI (3.171)	MI-VI (3.261)	MI (3.045)	2.48/.1167
13. Case studies in public relations	MI (3.162)	MI (3.197)	MI (3.090)	.59/.4425
14. Graphic arts	MI (3.106)	MI (3.235)	MI (2.897)	6.88/.0094*
15. Ethical issues in public relations	MI (3.086)	MI (3.126)	MI (3.000)	.78/.3784
16. Ethical issues in advertising	MI (3.075)	MI (3.067)	MI (3.090)	.09/.7634
17. Survey research	MI (3.074)	MI (3.118)	MI (3.029)	.60/.4408
18. Economics	MI (2.973)	MI (2.950)	MI (3.000)	.15/.7036
19. Computer science	MI (2.912)	MI (2.891)	MI (3.075)	1.96/.1632
20. Broadcasting/film	MI (2.910)	MI (3.101)	MUI-MI (2.632)	13.94/.0003*
21. Psychology	MI (2.915)	MI (2.975)	MI (2.824)	1.28/.2598
22. Photography	MI (2.814)	MI (2.866)	MI (2.750)	.66/.4169
23. Instructional and industrial video	MI (2.803)	MI (2.790)	MI (2.838)	.19/.6649
24. Mass media law	MUI-MI (2.710)	MUI-MI (2.703)	MUI-MI (2.731)	.09/.7675
25. Accounting	MUI-MI (2.665)	MUI-MI (2.723)	MI (2.809)	2.63/.1063
26. Sociology	MUI-MI (2.654)	MUI-MI (2.723)	MUI-MI (2.559)	1.52/.2196
27. Business law	MUI-MI (2.631)	MUI-MI (2.466)	MI (2.912)	15.86/.0001*
28. Political science	MUI-MI (2.457)	MUI-MI (2.529)	MUI-MI (2.309)	2.67/.1042

* Indicates significant difference (alpha=.05) between agency executives and organization executives.

TABLE 2
Rank Order of Knowledge/Skill Emphases in
Agency Public Relations

Level of importance (in rank order) agencies place on personnel having knowledge/skill in:	Mean
<u>"Very Important"</u>	
1. Customer/client relations	3.855
2. Decision-making/problem-solving	3.832
<u>"Moderately Important" to "Very Important"</u>	
3.*Writing news releases	3.664
4.*Account sales/service	3.613
5. Copyediting and proofreading	3.585
6. Writing print advertising copy	3.571
7. Project management	3.559
8. Coordination of creative efforts	3.542
9.*Media relations	3.538
10.*Writing collateral pieces (such as manuals, brochures, etc.)	3.525
11.*Writing direct-mail materials	3.491
12. Graphic design of collateral pieces	3.466
13.*Writing corporate publications (such as annual reports, newsletters, etc.)	3.444
14. Graphic design of print advertising	3.441
15. Budgeting	3.361
16.*Writing broadcast advertising copy	3.356
17.*Speech writing	3.322
18. Graphic design of direct-mail materials	3.316
19.*Writing slide show/film strip scripts	3.254
<u>"Moderately Important"</u>	
20. Photographic design and/or direction	3.231
21.*Graphic design of corporate publications	3.214
22. Special events planning and coordination	3.176
23. Graphic design of slide shows/film strips	3.144
24. Research	3.126
25.*Writing promotional and training films/videos	3.068
26. Community relations	3.059
27. Management counsel regarding organizational decisions	3.025
28. Trafficking	2.906
29. Employee/labor relations	2.880
Graphic design of promotional and training films/videos	2.880
30.*Graphic design of broadcast advertising	2.784
<u>"Moderately Unimportant" to "Moderately Important"</u>	
31. Photographic shooting skills	2.718
32. Trade shows and exhibits	2.588
33. Convention and meeting planning	2.479
34. Governmental relations	2.336
<u>"Moderately Unimportant"</u>	
35. Stockholder relations	2.245
36.*Fundraising and development	2.134
37. School relations	2.061
38. Graphic design of news releases	2.026

* indicates significantly (alpha=.05) more importance to agency PR than to organization PR.

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TABLE 4
Rank Order of Knowledge/Skill Emphases in
Organizational Public Relations

Level of importance (in rank order) non-agency organizations place
on communications personnel having knowledge/skill in: Mean

"Very Important"

1. Decision-making/problem-solving	3.791
2. Customer/client relations*	3.765

"Moderately Important" to "Very Important"

3. Writing print advertising copy	3.478
4. Graphic design of print advertising	3.470
5. Copyediting and proofreading	3.462
6. Budgeting	3.418
7.*Employee/labor relations	3.397
8. Project management	3.379
9. Coordination of creative efforts	3.354
10. Writing news releases	3.309

"Moderately Important"

11. Graphic design of collateral pieces (such as manuals, brochures, etc.)	3.246
12. Writing collateral pieces	3.242
13. Account sales/service	3.203
14. Writing direct-mail materials	3.104
15. Writing corporate publications (such as annual reports, newsletters, etc.)	3.103
16. Graphic design of direct-mail materials	3.015
Photographic design and/or direction	3.015
Media relations	3.015
17. Management counsel regarding organizational decisions	2.955
18. Special events planning and coordination	2.926
19. Research	2.892
20. Graphic design of slide shows/film strips	2.857
21. Graphic design of corporate publications	2.853
22. Community relations	2.838
23. Photographic shooting skills	2.818
24. Trade shows and exhibits	2.765
25. Writing slide show/film strip scripts	2.750

"Moderately Unimportant" to "Moderately Important"

26. Trafficking	2.742
27. Graphic design of promotional and training films/videos	2.730
28. Speech writing	2.712
29. Writing promotional and training films/videos	2.672
30. Governmental relations	2.635
31. Writing broadcast advertising copy	2.607
32. Stockholder relations	2.532
33. Convention and meeting planning	2.448
34.*School relations	2.394
35. Graphic design of broadcast advertising	2.386

"Moderately Unimportant"

36. Graphic design of news releases	2.235
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"Moderately Unimportant" to "Very Unimportant"

37. Fundraising and development	1.708
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* indicates significantly (alpha=.05) more importance to organizational PR than to agency PR.

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TABLE 5
Rank Order of Agency Owners'/Presidents'
Academic Recommendations

Level of importance (in rank order) agency executives feel --
 according to their perceptions of future needs in the field --
 should be placed on college courses in: Mean

"Moderately Important" to "Very Important"

1. Marketing	3.580
2. *Public relations campaigns	3.551
3. Advertising campaigns	3.429
4. Speech communication	3.336
5. Basic public relations perspectives	3.336
6. Advertising and collateral pieces	3.294
7. Publicity	3.277
8. Business	3.271
9. Journalism	3.261

"Moderately Important"

10. Basic advertising perspectives	3.244
11. *Graphic arts	3.235
12. Organizational communication	3.205
13. Case studies in public relations	3.177
14. Management	3.188
15. Case studies in advertising	3.168
16. Ethical issues in public relations	3.127
17. Survey research	3.118
18. *Broadcasting/film	3.101
19. Ethical issues in advertising	3.067
20. Psychology	2.975
21. Economics	2.950
22. Computer science	2.891
23. Photography	2.866
24. Instructional and industrial video	2.790

"Moderately Unimportant" to "Moderately Important"

25. Sociology	2.723
26. Mass media law	2.703
27. Accounting	2.580
28. Political science	2.529
29. Business law	2.466

* indicates significantly (alpha=.05) more importance to agency executives than to organizational executives.

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TABLE 6
Rank Order of Organizational Public Relations Directors'
Academic Recommendations

Level of importance (in rank order) organization executives feel
 -- according to their perceptions of future needs in the field --
 should be placed on college courses in: Mean

"Moderately Important" to "Very Important"

1. Marketing	3.603
2. *Maragement	3.426
3. Advertising campaigns	3.412
4. Speech communication	3.388
5. Business	3.338
6. Advertising and collateral pieces	3.313
7. Organizational communication	3.309

"Moderately Important"

8. Basic public relations perspectives	3.206
Basic advertising perspectives	3.206
Case studies in advertising	3.206
9. Publicity	3.104
10. Case studies in public relations	3.090
Ethical issues in advertising	3.090
11. Computer science	3.075
12. Public relations campaigns	3.059
13. Journalism	3.045
14. Survey research	3.029
15. Ethical issues in public relations	3.000
Economics	3.000
16. *Business law	2.912
17. Graphic arts	2.897
18. Instructional and industrial video	2.838
19. Psychology	2.824
20. Accounting	2.809
21. Photography	2.750

"Moderately Unimportant" to "Moderately Important"

22. Mass media law	2.731
23. Broadcasting/film	2.632
24. Sociology	2.559
25. Political science	2.309

* Indicates significantly (alpha=.05) more importance to organization executives than to agency executives.

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